



## Player development guidebook for JJK Jyväskylä football club

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ABSTRACT

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<b>Title of report</b> Player development guidebook for JJK	<b>Number of pages and appendices</b> 23 + 2
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<p>The purpose of this thesis was to write a guidebook for Jyväskylä football club JJK's junior team coaches. The guidebook includes information about general development of athletes and practical information to help to create effective training programs.</p> <p>The idea for the thesis came when seeing JJK achieving success in Finnish top league and having passion for developing the junior coaching organization. It was discussed with the head of the junior coaching that common guidelines would be an effective tool in the development work.</p> <p>The guidebook has two sections. The first section introduces general development of an athlete through a five stage model. It also gives information about the development of talent of an athlete. The second section informs about the requirements of soccer and general principles of effective physical training.</p> <p>The focus of the guidebook is in the role of the coach in the process of the player's development. It gives information about the development of the most talented players but it also puts emphasis on the support of the average player's work towards the highest level performance.</p> <p>The end result of this thesis is a guidebook which can be used as an tool by the junior team coaches in JJK. It will be distributed to all of the coaches and it can be found in JJK's web page also. In the future the guidebook will be updated regularly by coaches and by the author.</p>	
<b>Keywords</b> Coaching, soccer, player development	

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# 1. Introduction

The idea of making a coaching guidebook for coaches of junior football team started after observing the successes achieved by JJK within a short period of time in the Finnish football league. When the team had achieved success, there was a strong willingness to maintain the achieved level and a demand for certain guidelines for the whole coaching organization so as to remain at the achieved level.

JJK wants to concentrate on developing its junior players to play at the highest level in Finland and also abroad as much as possible. The club has developed their organization and concentrated especially in developing the coaching of juniors. JJK has an academy for young players and both A and B juniors (age groups between 16 and 18) play at the Finnish champion level. JJK employs both the head of junior coaching and the head of junior work in the organization.

Despite the big improvement in the organization, JJK looks like a leaf on the water without a strong root. The head of junior coaching in JJK, the team director and the senior team's head coach all agreed that there is a need for unified guidelines.

The guidebook is meant to be a useful tool for all coaches in JJK organization but it is not an answer to everything. The guidebook hopefully offers a foundation for the coaches' work. The most important part is to encourage JJK coaches to have their own freedom to develop themselves.

Many young players are introduced to a too high level game too early. Many young players do have the talent to play but they are not physically, tactically, technically and most importantly, they are not mentally ready for the game. This is the reason why it is important for a team who wants to produce high level players to have a long term player development plan. The guidebook creates a foundation for that kind of planning. The long term development plan is important for both individual coach and for the whole organization. With a clear plan it is easier for the coaches to help the talented players to break through to the elite levels and also for the players with average skills to achieve an elite level of their own.

In the guidebook there is general information collected from different sources about the player development and training. It sets guidelines for coaching and long time player development from young to elite player and even to retirement level. Different goals are needed for different stages in player development. The guidebook is the first of this kind in the history of JJK football club. The purpose was to make the book as easy to read and use as possible. It offers a big picture of player development.

Since there are no full-time coaches in all junior teams, the coaches, which are often parents or family members of the players, are not expected to know what and how they should train players. All of the coaches need to have the a freedom to make the training in a way most suitable for them, but this guidebook creates a unified framework and guidelines which help all of the coaches to work towards the same goals. The guidebook will give more knowledge for the coaches to lead the players in a more development-effective way.

The guidebook will be distributed to all of the coaches in JJK football club and it will be posted to JJK's web-page. The idea is that this first guidebook for JJK will be updated every now and then by the head of coaching and the team leaders of JJK.

## **2. Development of young soccer players**

The development of performance in competitive play is achieved through a systematic training process. The process must be designed to induce automatization of motor skills and to enhance the structural and metabolic functions. Training should also promote self-confidence and improve the tolerance for higher training levels and competition. Sport activities in general are combination of strength, speed and endurance executed in a coordinated and efficient manner. Dynamic training involves the manipulation of training load through the variation of intensity, duration and frequency. (Smith 2003, 1103-1104.)

There are two categories of athletes who are able to perform at the highest level. They can be labeled according to their system of training. On one hand there are those who are genetically talented, who can be called thoroughbreds. And on the other hand, there are those who have highly developed working ethics and can be called workhorses. (Smith 2003, 1103-1104.)

The long term career plan to reach competitive level of soccer should be produced for players who really want to reach the elite level. The plan should have information about the basic fundamentals of development needed to reach the elite level. This plan should include the amount of training and competitive events needed during the 10 to 15 years long plan. The explanation of different training principles should be carefully covered and explained in the guidebook. With this material the player and the coaches could plan the player's path to reach the elite level of soccer.

Benjamin Bloom researched in 1985 how talents are developed. He divided the development into three phases: early years, middle years and late years. In this thesis these phases are linked with the five stage model of soccer player development to bring in deeper aspect of developing talent of the young players. (Gibbons 1998.)

### **2.1. The five stage model of development for soccer players**

It has been researched that it takes about ten to twelve years for young athlete to reach the elite peak of the performance levels. This means that only a long-term, well-planned program

including training, competition, rest and balanced life style can result in optimal development. For a young player, the progression through this plan requires dedication, patience and a desire to achieve excellence and success. (Stratton et al. 2004, 165.)

An expert of long term athlete development Ph. D. Istvan Balyi has divided the development of an athlete into stages. There are two different kinds of models: The other has four stages and is useful in the sports where early specialization is required (table tennis, gymnastics). The other has six stages and is used in late specialization sports (track and field sports, team sports). (Balyi 2003.)

Only five of these stages are useful in soccer (Stratton et al. 2004, 166). They are:

- 1) The fundamental stage
- 2) The “training to train” –stage
- 3) The “training to compete” –stage
- 4) The “training to win” stage; and
- 5) The retirement stage

It is very important to note that the individual speed of development and the maturation of the athlete will determine how an individual will enter the different stages. All the developing athletes will go through all the stages but there may be individual differences. It is very important that every stage, except the fundamental stage, is based on upon training. Communication with players and their parents is very important; and it is important that everyone knows and commits themselves to the fact that training is the key ingredient for successful performance and competition. (Stratton et al. 2004, 165-167.)

### **2.1.1 Fundamental Stage**

The fundamental stage is between the ages of six and ten. The main aim during this stage is to develop the fundamental skills through a balance of generic and sport specific activities, the training of movement skills, and the development of agility, coordination and speed. At this stage it is very important to take part in a wide range of physical activities. (Stratton et al. 2004, 166-167; Balyi 2003.)

At the fundamental stage it is also important to teach the players to like the game and the training. That is why the coach should pay a special attention to the atmosphere of the trainings. The activities should be well organized and fun for the children. (Stratton et al. 2004, 167; Forsman and Lampinen 2008, 1.)

At this stage the talent is at the “romantic” level. Children are naturally drawn into the field of their interest. They learn the basic skills by playing and having fun but they also have already the willingness to work and develop. According to Bloom, the most important job for adults at this stage is to encourage and give positive support. At this stage, the talented young people don’t necessarily need leaders or extremely skillful role models in the sport. The most important thing is to create enjoyable atmosphere. (Bloom 2013.)

Another important sector of the game that should be taken into consideration at this stage is the introduction of the basic rules and ethics of the sport. The coach should be aware of both the social behavior and the emotions of the athletes and guide them to gradually internalize the basic rules and the ethics behind them. (Stratton et al. 2004, 167.)

### **2.1.2 Training to train**

The “training to train” –stage is between the ages of ten and fourteen. At this stage the foundation of sport-specific skills, technical and tactical appreciation and physical and mental fitness should be the main focus of the training program. (Stratton et al. 2004, 166; Balyi 2003.)

Learning the basic sport-specific skills is important at this stage. At the same time the winning mentality should be developed in the competitions, and also the junior’s inner-built motivation of doing their best has to be supported by adults. Learning to be motivated to train is still more important than concentrating to competitive play. (Stratton et al. 2004, 167.)

The development of talent at this age is characterized by the fact that the young person is starting to find his inner-built motivation. An athlete starts to understand the need of discipline and hard work. According Bloom, the best teachers and coaches are strict and demanding. They are setting high standards and making the training interesting, exciting and challenging. (Bloom 2013.)



The quality of the training can be ensured by carrying out the whole yearly training program. The program should also include tests, controls, competitions and games to observe the development of the athletes (Forsman and Lampinen 2008, 123). Periodical training plan and observation of the development are good tools for the coaches to learn to know each player's individual strengths and weaknesses and to tailor the training according to them.

In Finland, it has been a challenge to create football culture in settings like playing on the streets or fields without someone precisely organizing or coaching it. Club's trainings alone are not enough to ensure the development of the skills, techniques or the game sense of the juniors. When children are playing together, the inner drive to play and love the game will develop stronger. That inner drive will be crucial when there is a bigger challenge and the training and games gets tougher as the children grow up.

### **2.1.3. Training to compete**

The "training to compete" –stage is between the ages of fourteen to seventeen (Stratton et al. 2004, 166). At this stage the ratio of competition in training is increasing. The focus is in developing complete football players which means that all of the sectors of technical, tactical, physical and emotional development and the life style of the athlete are in balance. (Beswik 2001, 15.)

At an individual level the players should be trained to set their individual goals and to keep on developing the winning mentality. The trainings should include both training for the whole team and training to develop the individual's strengths and weaknesses. It is a challenge for the coaches to develop the individual training plans that go side-by-side with the team training plan. The tactical and technical development plays an important role at this stage. (Bayi 2003.)

### **2.1.4 Training to win**

The "training to win" stage is onwards from the age of eighteen. At this stage, the focus should be in maximizing the performance in all aspects of the game. All the aspects of a complete

football player should be fully developed. On the top of that, the athletes should have an in-build understanding of the healthy lifestyle of a professional sportsman. (Stratton et al. 2004, 166.)

It is important that the training is sport-specific physical training, which is based on analysis of the characteristics and physical requirements of soccer. On the top of the requirements of endurance, explosiveness and speed are the skills to control the ball in different situations, different techniques of kicking, passing and dribbling, and the ability to read the game and see the right positions with and without the ball. (Arnason et al. 2003, 278.)

The main idea of this stage is performance. Athletes are made to be aware of their strengths and weaknesses. It should be clear for all the players what it takes to be successful in soccer. Through that knowledge the motivation to train is high because at this stage the athletes can already justify why it is important to do certain training. The knowledge of how and how long it takes to develop certain properties brings belief and confidence into the athlete's trainings and games. (Forsman and Lampinen 2008, 233.)

Well balanced life both in the sport and outside of the sport is important for a sportsman. Education's importance should be stressed also. Athletes should be encouraged to think about life after sports and to think what kind of career they are interested in. (Forsman and Lampinen 2008, 237-238.)

At this stage participation level in sports-specific training should be nine to twelve times per week (Stratton et al. 2004: 166).

### **2.1.5 Retirement**

At this stage athletes move on with their life. Most move into sport related careers (Balyi 2003). For some it is harder than for others. Some athletes succeed in moving on after active sport career while others take several years in balancing between retirement and making come-back. Some athletes are forced to retire due to injury. (Laine 1997, 78.)

For the future plans it is also important that the athlete can feel at least some degree of satisfaction with the past sport career. There are few athletes who feel disappointed after their

retirement to a degree that it affects their everyday life. It is very important that former athletes find a place where to focus the energy and time that is left after sport career. (Laine 1997, 79-80.)

## **2.2. Three stages of development of talent**

Dr. Benjamin Bloom has divided the development of talented young person into three stages. The first stage is characterized by romance, excitement and fun. Children are naturally drawn into the field of their talent. They learn basic skills by playing, testing and messing around. But they also have the willingness to work already at this early stage. (Bloom 2013). Participation in a variety of sports provides optimum psychological, physical and motor skills development. Motor skills developed at this excitement stage provide a foundation for the development of technical skills later. It is also worth noticing that athletes who are not pushed into heavy competition too early have the possibility to build strong ground to flourish later. (Gibbons 1998, 5.)

At the second stage children start to learn the basic rules and structures of the field and they start to comprehend the need of discipline. At this level the young person is starting to find the inner motivation and he is working to master the techniques, skills and understanding of the game. It is important to notice that the young person is starting to identify himself in terms of the field: He is starting to see himself as a soccer player. Often they are also recognized due to talents by the people surrounding them. (Bloom 2013). At this stage it is important to provide proper training facilities, and educate the athletes about nutrition, techniques, theory and psychological sides of sport. (Gibbons 1998: 6.)

In stage three the young people work toward mastery on their own terms. They go beyond the rules and regulations and develop their own style. Instead of looking for concrete applications of different skills they are reaching toward holistic view of the game itself. At this stage the motivation is completely intrinsic. They have spent huge amounts of hours for practicing, and instead of asking for praise they wish to hear critique to develop them more. (Bloom 2013.) But there is of course work to be done for the coach to do at this stage too. An athlete at this level needs top level coaches and specialists to support his development and to help him to integrate

his inner passion into activities which help him to perform at his best all the time. It is important that junior soccer players at this stage get opportunities to play with the senior team and other top level players. (Gibbons 1998, 7.)

### 3. Components of junior soccer training

Soccer players need tactical, technical and physical skills to succeed. All these skills must be developed throughout the junior training years. Professional level soccer is often more interested in selecting the most talented ones than developing each individual to better performance (Hoff and Helgerud 2004, 166.) In junior soccer it is important to keep in mind that even with less talent one can achieve a good performance level with hard work. Even the most talented ones are not going to be stars without putting effort on developing themselves.

Soccer is a game characterized by short sprints, rapid accelerations, kicking, jumping and turning. An average elite level soccer player covers 10 – 15 km running per 90 minutes game and it has been estimated that the mean work rate of a player is about 70 – 75 % of maximum oxygen uptake. This means that an elite level soccer player needs both explosiveness and endurance to perform at his best. (Arnason et al. 2003, 278-279.)

When training children, it is important to remember that the physical training should be as various as possible and children should be encouraged to have several hobbies if possible. The adults working with young athletes should be aware of the risks of too early specialization and of the effects of too high expectations. (Malina 2010.)

#### 3.1. Requirements of soccer

Since the physical requirements of soccer are diverse, the effective training program must be designed to support all the aspect of these requirements. As mentioned above, soccer player must have good endurance, coordination, and strength, and he must be able to accelerate and decelerate, jump and turn effectively during whole 90 minutes of the game. (Arnason et al. 2003, 278.)

Endurance is one of the most important qualities of a soccer player. During a 90 minutes game, an average player covers distance of 10 – 15 km and at the same time he must maintain the ability to jump, turn and accelerate explosively. It has also been researched that teams whose players have high endurance levels and physical strength, achieve good results in elite level

leagues. (Arnason et al 2003, 278). Endurance also improves the ability to recover between the sprints which is maybe the most important benefit of having high level of endurance (Kirkendal 2013, 1.)

Another important element of performing sports is coordination. Coordination consists from several elements like balance, sense of rhythm, spatial orientation, and reactivity to acoustic and visual signal. Each of these elements can be trained separately. Coordination is very important to train in early childhood by introducing as many different and new movements as possible since once the motor patterns are learned, they are easier to recall later in life. (Drabik 2013.)

Soccer requires also speed, strength and flexibility. To develop speed, one has to develop strength, coordination and flexibility. That is why it is important that already in the early years of practicing the trainings are variable. Strength training with weights is not necessary for pre-puberty age children. Strength can be trained with own body weight. Exercises that combine strength and flexibility training are very useful. Flexibility is the highest physical attribute in children. (Drabik 2013.)

### **3.2. Principles of training**

There are four principles to be considered in order to plan and accomplish effective soccer training. These are principles of overload, progression, specificity and reversibility.

#### **3.2.1. Overload**

In order to cause a change to take place in the energy production and muscular system, a stress must be applied to these systems. When repeatedly demanding more than usual from the body's systems, the systems start to respond by changing to a state in which it can more easily handle the stress. So overload doesn't mean placing an impossibly heavy load on the body systems, but asking the systems to work harder than it is normally accustomed to doing. (Foley and Vogel 1992, 481.)

### **3.2.2. Progression**

The overload principle must be applied in progressive stages. Conditioning start with the exercise intensity the body can handle, allowing time for recovery from the physical stress before progressing to an increased work level. It is also important to know that overloading athletes too soon or not having sufficient time to recover between workouts can cause injury or illness rather than enhance their fitness. (Foley and Vogel 1992, 482.)

It is also important that after the fundamentals have been developed, the training volume should be increased progressively. Coaches should plan training stages in a graded manner by adjusting the duration, intensity or frequency of the training according to individual needs. (Stratton et al. 2004, 85.)

### **3.2.3. Specificity**

In trainings both the energy production system and the muscular system must be activated. Even though a natural relationship exists between these systems, it is very important to carefully consider the desired nature of conditioning when selecting physical activity to achieve certain goals. Physical exercises have specific conditioning effects. It is very important to first assess the demand of the soccer team or an individual player in order to select exercises and manipulate the overload factors to help condition players to meet these specific demands. (Foley and Vogel 1992, 482.) The effects of trainings are maximized when coaches are able to develop programs that are specific to individual capacities (Stratton et al. 2004, 85).

### **3.2.4. Reversibility**

Developmental conditioning program alone is not enough. After an athlete's body attains a certain, or the wished fitness level, a maintenance programs are necessary to maintain the performance level. Otherwise the hard earned fitness will gradually will be lost. Players will experience a decrease in fitness level during the competitive season unless training program is

made to maintain conditioning throughout the season. The maintenance program does not have to be as frequent as the pre-season program. (Foley & Vogel 1992, 483.)



## 4. Empirical part

### 4.1. Project planning

The aim of this project was to produce a theoretical framework on long term player development for Jyväskylä's football club JJK. The plan was to write a guidebook that covers basic aspects of soccer and could be used in everyday practice in the JJK football club. The project started with creating a big picture about what the contents of the book would be and to determining how much emphasis would be invested in each developmental stage. The plan was to cover all essential facts that may not always be considered by junior team coaches. Most of them work as half time coaches on a volunteer basis and are often parents or other family members of the junior team players.

This guidebook about the soccer player development is made to give tools for JJK's coaches to plan and organize team trainings. It also gives information on how to develop the players in age appropriate way through all the stages from the fundamental stage to elite competitive stage until retirement.

The aim of this guidebook was to collect the essential ideas and facts about player development and training principles into one source. As this is the first guidebook for JJK, it is meant to be updated regularly.

After the guidelines for the project were created, the research for the sources of information for the guidebook started. The guidebook is meant to give a comprehensive view about the facts that are included in soccer player development process in different stages, from the basic physical training principles, to what aspects should be taken into consideration at each age group in junior coaching. The sources that were looked into included researches and other existing literature concerning player development and physical training principles.

## 4.2. Project implementation

The foundation for this project was the fact that JJK had started to develop their junior coaching organization and they were interested in having written guidelines for all junior coaches. As the project started, the first thing to do was to get the support of the coaches and team leaders. It wasn't difficult since everybody seemed to agree that this kind of book was needed.

After getting the support from JJK started the collection of the written sources. The purpose was to collect as much information as possible about the game, the player development stages, the development of the body system and the process of growing to be complete soccer player. After meeting with the supervisor of the thesis in Vierumäki it was decided that the focus would be in the development stages of the player. It was also discussed that the guidebook can be updated regularly.

During the process, a questionnaire was given to the junior team coaches of JJK (attachement 1). The questionnaire was meant to give more information on what kind of guidebook coaches would find most useful. Improving of self-confidence, motivation and independence were mentioned in the answers. Mental development of the players was considered important.

In the preliminary plans of the content of the guidebook mental development and the steps toward becoming a complete football player were also considered. Since the project turned out to be quite an effort, these aspects were left outside.

## 4.3. Project Assessment

Writing a guidebook on soccer development for the JJK organization is a wide subject but I am left with the feeling that I was able to cover the most important and basic part I wanted to cover in the guidebook. The guidebook will be translated into Finnish and uploaded to JJK's web page soon.

The headlines are written in a way that they give the core information for the sections. I wanted to cover the basics and not go too deep into everything. The information is summarized, so the reader will not get bored and the text is easy to read and easy to understand.

I think I was able to achieve my goal and cover the basic information that is important to know when coaching player development to elite player. This soccer development guidebook is a useful manual for coaches and to the whole of JJK organization. From the grander point of view, this guidebook is meant to highlight the most important years of bringing up players. It is important for the JJK coaches to create training exercises that will build a solid base for future success in the sport of soccer.

The five stage model for athlete development in soccer is meant to be a guideline use for planning the young players' careers to develop in a way which allows them to become good elite players in the future. This is the first manual for player development in JJK. It will be easy to update on regular basis.

Balancing family life and full time professional soccer player career caused some problems during writing of my thesis. Often it was difficult to concentrate on my thesis. I should have started to concentrate on my thesis already while staying in Vierumäki during the first studying years.

After writing the guidebook, I gave it to some coaches and other sport related people for reviewing and received mainly positive feedback on the contents. Some corrections were made according to the feedback but the basics were not changed.

The guidebook will be printed and it will be handed to the JJK organization and to all of its coaches. There is already a space reserved for the guidebook in the JJK's web page and it will be used as a base for youth soccer development in JJK.

## 5. Discussion and Summary

The objective of the guidebook was to share knowledge to coaches in JJK on player development and long term planning from young to elite stage soccer players. The guidebook was done in a way that covered the essential basic information needed in coaching and long term planning. I am quite satisfied with the outcome of the guidebook and I was left with a feeling that it would be a useful tool for coaches in the JJK's organization.

During the planning of the guidebook, it was a challenge for me to decide what I would include and what should be left out. I had lots of information so I set down the things and topics I wished to cover. In the guidebook I could have also covered other things like the steps to becoming a complete player or some aspects of mental training in football but I am happy with the creation of this guidebook for JJK.

JJK achieved success after only five years spent in the Finnish Football League. It has created a football boom in Jyväskylä. To keep JJK in the Finnish Football League means hard work for both the senior team and the junior organization. We discussed with the coaches and the team directors that unified guidelines would be a useful tool for the junior team coaches. Thinking about the short history of JJK in the Finnish Football League, it is important to truly figure out the methods to develop players on a long term basis and the guidebook is meant to be useful in everyday coaching. JJK wants to produce young football players succeeding in both international and national teams. I hope this guidebook helps coaches in their job to inspire young players to take soccer into their heart.

I have experience in being a professional football player and during my time in Haaga-Helia University of Applied Sciences, I have been studying to understand the perspective of coaches as well. In the guidebook I have tried to combine both the perspective of the player and the coach. As a player, I thought what my teammates need and how they respond to trainings. To understand the thinking of the coach better, I made a questionnaire to all JJK coaches from the youngest age group to the first team coach in league. I wanted to know the areas they would like to receive information about.

For me, it was important to try to cover information that coaches do not always take into consideration. I wanted to stress the importance of training principles that have a big effect on

the development of a player both in short and long term. I achieved that goal from the perspectives of development as an athlete and a soccer player.

Writing the guidebook as easy to read and understand was not easy and I did meet many challenges. I think for the most of the part, I was able to bring forth the core message of each section of the guidebook in a practical way. This was ensured by asking other sports and soccer people to look through the material and give feedback about the content.

During the writing of my thesis, I faced different difficulties. It was challenging to combine the career of a full time football player and a family life with my project. Another objective I faced was how to find the most important components in long term development that a soccer player needs to go through or have in order to reach top elite competitive level of soccer. A challenging aspect was to focus on the most important facts of player development. The guidebook is made to give information on the questions why, what and when about the needs of player development.

One of the objectives was to help coaches realize that in every practice session the coach has an effect on the development of the players. Also, it was challenging to keep the information on the level of individual development especially when dealing with the principles of soccer training. Training is a part of a bigger picture. It is important to understand that every player's physical qualities can't be the same. I wanted the principles of training to be addressed on an individual level. The idea is to clarify what kind of physical and training-based demands need to be answered in order for the individual players to develop.

The planning process of the guidebook was very educational. It helped me to enhance the knowledge I have of the sport. I had to constantly evaluate the process and to learn as I was producing the guidebook. I evaluated my produced materials and questioned if I had reached the planned outcome within each subject. I reviewed the material and made changes and additions if there was a need for such. I hope the guidebook will be used on a daily basis by the coaches in JJK on the development of soccer players. This framework offers basic knowledge that is important for the coaches to know when coaching and developing soccer player from young to elite stage. The text should be easy to read and understand. The goal for the future is that the guidebook can be utilized effectively and that the guidelines for coaching in each age group are followed. The goal is to achieve a more systematic and comprehensive coaching and

development of soccer player. The future goal is that JJK produces players to the highest levels of soccer in Finland and around European countries. The guidebook is to be a tool to be use for achieving that goal.

For the follow up of the project in the future, the idea is that the practical practice sessions need to be closely monitored in order to deem what is efficient for different age group and how the practice session should be executed by the coach and players on the field. At each age level it is important to produce practice sessions that will have all or at least most of the components of soccer within the session. The individual long term career plan to reach competitive level would also be needed to produce the elite level players. I hope that in the future also the mental side of the coaching would be attached into this guidebook.

In this guidebook, the coaches and JJK organization have a concrete manual on how to plan the athletes' early career, how to plan the steps to reach competitive level of soccer, what kind of practices would lead to an optimal training and game performance and lastly how to implement these practice session on the field. I hope this guidebook gives a great support to producing future elite players in JJK.

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Attachments

Attachment 1

Kysely JJK:n juniorivalmentajille 26.1.2012

Minkä ikäisiä junioreita valmennat?

Mitkä taidot ovat mielestäsi tärkeimpiä kehitettäviä ikäluokassa / ikäluokissa, joita valmennat?

Mitkä ovat tärkeimmät lasten / nuorten fyysiseen kehitykseen liittyvät muutokset, joista tätä ikäryhmää valmentavan tulee olla tietoinen ja ottaa huomioon harjoitteita suunnitellessa?

Minkälaista mentaliteettia haluat pelaajillesi rakentaa ja vahvistaa?

Minkälaista tukea ja millaisia ohjeita, vinkkejä tai neuvoja toivoisit löytäväsi valmennuksen ohjekirjasta, jota JJK:lle nyt tehdään?

## Attachment 2

Questionare on player development guidebook in JJK.

What age group you coach?

What do you think are the most important skills to focus at this stage?

What are the most important physical changes at this age that coach should be aware of and consider in the training plans?

What kind of mentality you want to try to build into the players?

What would you like to find from this kind of guidebook to support your coaching work?